DEPARTMENT OF HUMAN SERVICES SOCIAL SERVICES ADMINISTRATION 311 WEST SARATOGA STREET BALTIMORE, MARYLAND 21201

DATE:

December 7, 2017

POLICY #:

SSA-CW# 18-8

(This Policy Directive supersedes SSA #14-4

Educational Stability)

TO:

Directors, Local Departments of Social Services

Assistant Directors, Local Departments of Social Services, Out-of-Home Placement

Supervisors, and Finance Officers

FROM:

Rebecca Jones Gaston, MSW

Executive Director

Social Services Administration

RE:

Education Stability

PROGRAM AFFECTED:

Out-of-Home Placement

ORIGNATION OFFICE:

Child & Family Well-being

ACTION REQUIRED OF:

All Child Welfare Service Staff

REQUIRED ACTION:

Compliance with the Policy Directive

ACTION DUE DATE:

December 10, 2017

CONTACT PERSON:

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Child & Family Well-being

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PURPOSE:

This Policy Directive establishes guidelines to ensure the educational stability of children who are in an out-of-home placement.

BACKGROUND:

FEDERAL AND STATE LAW IN REFERENCE TO EDUCATION FOR FOSTER CARE CHILDREN

Fostering Connections Act

The Fostering Connections to Success and Increasing Adoptions Act of 2008 requires child welfare agencies to develop a plan for ensuring the educational stability of children in foster care, to include collaboration with local education agencies to ensure that a child entering foster care remains in the school of origin if it is in the child's best interest. If it is in the best interest of the child to transfer from the school of origin, the child must be immediately enrolled in a local school serving the out-of-home placement, even if the required documentation is not readily available.

Every Student Succeeds Act of 2015

Every Student Succeeds Act, 20 U.S.C. §§ 6301, et seq. (ESSA) amended Title I, Part A Elementary and Secondary Education Act (ESEA) - No Child Left Behind Act of 2002. ESSA promotes stability and success for students in foster care by allowing them to remain in their schools of origin if in their best interests. Under ESSA, the local DSS is responsible for determining whether it is in the best interests of a child in an out-of-home placement to remain in a school of origin or to transfer to the school serving the geographic area where the out-of-home placement is located. In making this determination, a local DSS is directed to collaborate with the local education agency (LEA). In addition, ESSA requires that the LEA collaborate with the local DSS to develop and implement clear written transportation procedures that include logistics and funding. Further, ESSA requires that all children in out-of-home placements (children in foster care, kinship care, group care, or residential treatment care over whom the local DSS has custody or guardianship) are treated in the same way with respect to school stability by removing the phrase "awaiting foster care placement" from the definition of "homeless children and youths" in the McKinney-Vento Act of 1987.

Child & Family Services Improvement and Innovation Act

Pursuant to the Child and Family Services Improvement and Innovation Act (Pub. L. 112-34), Title IV-B/IV-E agencies, such as DHS, must meet the educational stability case plan requirement at the time of **each** placement change and not just at the initial placement into foster care.

Maryland State Regulations

Under Maryland regulation, COMAR 07.02.11.12, the local DSS must ensure school stability for children who are placed in the custody of, committed to, or otherwise placed by the local DSS in out-of-home placement by determining if it is in the best interests of the child to continue to attend the school the child last attended prior to the most recent change in placement.

ACTION:

- To clarify the responsibilities of the local DSS and local education agency (LEA) with regard to school enrollment of children in out-of-home placement.
- To ensure that children in out-of-home placement who continue to attend their schools of origin in accordance with their best interests have appropriate transportation plans.
- To ensure that the local DSS is adhering to the case plan requirements at the time of <u>each</u> placement change and at the time of initial placement of a child into out-of-home placement.
- To ensure that best interests determinations are made within five (5) business days of every new or initial placement.
- To ensure proper documentation of a child's educational information and progress in the statewide automated child welfare information system, currently known as MD CHESSIE.

RESPONSIBILITIES OF THE LOCAL DEPARTMENT OF SOCIAL SERVICES

In accordance with ESSA, the local DSS have collaborated with the local education agencies (LEA) to formulate written memoranda of understanding/agreement (MOA) regarding basic procedures regarding the implementation of the requirements of ESSA. Each MOA outlines roles and responsibilities of the parties. The local DSS, as the primary decision maker with respect to the child's best interests determination for school enrollment purposes, but in consultation with the LEA must assess whether it is in a child's best interests to remain in the school of origin or be transferred to the school serving the child's out-of-home placement. If the child's placement or change of placement is unanticipated or changes emergently, a best interests determination shall be made as soon as possible, but no later than five (5) business days after the change in placement.

This best interests determination <u>can</u> be made during the Family Involvement Meeting (FIM) resulting from the change in placement or another such meeting, and participation may occur through in-person meetings, phone calls, emails, or other electronic means.

COMAR 07.02.11.12B, the DHS regulation that addresses school stability for students in out-of-home placement, states that:

- The local DSS is responsible for immediately notifying the Foster Care Liaisons of the LEAs
 at both the school of origin and the school serving the out-of-home placement when a child
 has entered out-of-home placement and at each subsequent change of placement.
- The local DSS shall determine whether it is in the child's best interests to continue to attend the school last attended prior to the most recent change in placement within five (5) business days of that change in placement. This determination should be documented in the child's official child welfare records and education records at the school.
- The caseworker and/or supervisor must complete the **Best Interests Determination Form**, **School Enrollment of Student in Out-of-Home Placement**, (Appendix 1) and provide a copy to the child's school, parent, parent surrogate, legal guardian, and child's attorney.
- The child will continue to be enrolled and maintain attendance in the school of origin while the local DSS completes the best interests determination, and the local DSS will provide

transportation for the child to the school of origin as it completes the best interests determination.

In addition to using the above factors, where it may be applicable to the child, and if it is proposed that a child enrolled in a nonpublic school setting (i.e. Type I, II, or III), the local DSS shall also consider the following:

- a. The number of instructional hours offered by the nonpublic education program, compared to the number of instructional hours offered by the school of origin or local zoned school, and whether the hours offered by the nonpublic education program are sufficient to meet the child's academic, emotional, and other special needs.
- b. Whether the nonpublic education program offers the same courses and programs as the child's school of origin or local zoned school.
- c. Whether enrollment in a nonpublic school program precludes a student from continuing in a particular program when the student returns to public school.
- d. Whether the child is likely to remain on track for grade promotion or graduation if enrolled in a nonpublic school program.
- e. Whether and to what extent the inability of the nonpublic school to award credits affects child's ability to earn full academic credit for the school year in the classes that the child would otherwise take in a public school setting.
- f. Whether the nonpublic school program groups children in appropriate age cohorts and provides a sufficient number of instructional hours.
- g. Whether the nonpublic program, as determined by the child's IEP team, can provide a free appropriate public education, needed special education, and supplementary aids and services with certified special education teachers and also provide related services and programmatic modifications, specially designed instruction supports, and transition planning as detailed in the child's IEP.
- h. Whether the child would be able to continue participating in extracurricular activities offered in the school of origin or local zoned school where the child resides.

If the local DSS believes that the child may have special needs, it should notify the school and request an evaluation, if no prior evaluation has been completed or provided to the caseworker.

COMPLETING THE BEST INTERESTS DETERMINATION FORM

The case worker and/or supervisor is to complete the Best Interests Determination Form, School Enrollment of Student in Out-of-Home Placement (Best Interest Determination Form), (Appendix 1) its entirety as discussed below.

The Best Interests Determination Form is designed to focus discussion and ensure that all important factors that are especially relevant to a particular child are discussed, evaluated, and checked off on the Best Interests Determination Form, providing a record that these factors informed the best interests determination for the child. In some circumstances one factor may be dispositive of the determination, and in other circumstances, all factors must be considered together.

When making a best interests determination, the local DSS must seek input from the LEA where the child's school of origin is located, through the LEA Foster Care Liaison or other school of origin representative such as a school counselor, classroom teacher, school social worker, school

psychologist, pupil personnel worker, special education coordinator, coach, or other representative from an extracurricular activity in which the student is involved.

Additionally, the local DSS must seek input from the following individuals unless doing so would create an undue delay in placement:

- a. Child's Attorney;
- b. Parent;
- c. Parent Surrogate;
- d. Legal Guardian;
- e. Child (where developmentally appropriate); and
- f. Other individuals who can contribute information relevant to the best interests determination of the child.

When assessing the child's best interests with respect to school enrollment, the local DSS shall consider the following factors, as directed by COMAR 07.02.11.12B:

- a. The child's age;
- b. The school which the child's siblings attend;
- c. The child's experience at the school the child last attended;
- d. The child's academic needs;
- e. The child's emotional needs;
- f. Any other special needs of the child;
- g. Continuity of instructions;
- h. Length of expected stay at current placement;
- i. Likely location of the child's future permanent placement;
- j. Time remaining in the school year;
- k. Distance and time of the commute (if the commute were to take place via car provided by the local DSS through private car, foster parent, or caseworker, etc.) and the impact it may have on the child's education; and
- 1. The safety of the child.

The cost of transportation to the school of origin is <u>not</u> a factor to be considered in determining the best interests of the child for school selection.

All parties who were consulted on the decision are to be listed with their contact information. The form and any relevant school attachments considered in the meeting should be scanned and uploaded into the child's file cabinet in MD CHESSIE.

Upon completion of the best interests determination, the local DSS must immediately notify **both** the LEA of the school of origin and the LEA of the potential receiving school by providing a copy of the child's completed Best Interests Determination Form to the LEA Foster Care Liaisons or other LEA designee.

IT IS IN THE CHILD'S BEST INTERESTS TO TRANSFER SCHOOLS

If the local DSS determines that it is not in the child's best interests to remain in the school of origin, the child should be enrolled immediately in the school serving the out-of-home placement. A child whose placement changes or who is entering out-of-home placement for the first time is entitled to immediate enrollment in the school serving the child's out-of-home placement under COMAR

13A.08.07.06. This means that anyone authorized to enroll a child under 13A.08.07.03-1 (a parent, placement agency caseworker, a foster parent, a formal kinship care provider, a parent surrogate, an education guardian, a residential child care program representative, the student, if the student is 18 years old or older, a court-appointed special advocate, or a court-appointed attorney) may enroll the child in accordance with the child's best interests in the school serving the child's out-of-home placement with the following documents:

- 1. Documentation that the child is in foster care, including:
 - (a) The parts of the most recent court order establishing legal custody <u>or</u> a letter on local DSS letterhead stating that the child is in foster care; and
 - (b) A written statement of the address of the student's out-of-home placement. The written statement need not be in the form of a lease, utility bills, etc., and may be contained on a letter on local DSS letterhead.
- 2. Identification of the person who is authorized to enroll the student, including:
 - (a) Documentation that identifies the person as a local DSS caseworker, or someone else authorized to enroll a child under COMAR 13A.08.07.03-1; and
 - (b) Photo identification.

It is ultimately the responsibility of the local DSS to ensure enrollment occurs. The local DSS must promptly present any additional required documentation after the child is enrolled in school. The receiving school is responsible for ensuring that the child's education records are provided from the school of origin.

• IT IS IN THE CHILD'S BEST INTERESTS TO REMAIN AT THE SCHOOL OF ORIGIN

If it has been determined that the child will remain in the school of origin, the local DSS shall reimburse the LEA for additional transportation costs associated with transportation to a child's school of origin unless the local DSS assumes the responsibility for transporting the child.

COMAR 13A.08.07.6H, the Maryland State Department of Education (MSDE) regulation regarding school stability for children in out-of-home placement, directs that the LEA of the receiving school is to provide transportation for the child to the school of origin unless the local DSS determines that it will do so or until the local DSS has determined it is no longer in the child's best interests to attend the school of origin.

Under the MOAs created among the local DSS and LEA, by providing to the LEA serving the out-of-home placement the child's completed Best Interests Determination Form noting that the it is the child's best interests to continue to attend the school of origin, the LEA is on notice that it needs to provide transportation for the child from the out-of-home placement to the school of origin, which may be in a different LEA. The LEA has two (2) school days to begin mapping out a transportation plan for a child and the Foster Care Liaison should be working in consultation with the caseworker to

discuss possible resources that may exist for such transportation (e.g. a foster parent or case worker who can drive a child for reimbursement through mileage, etc.).

TRANSPORTATION PLANS

- In accordance with the applicable MOA, the LEA will develop and document the child's transportation plan by using the **Transportation Plan Form**, **Attending School of Origin from Out-of-Home Placement (Transportation Plan Form)** (Appendix 2). Once completed, the Foster Care Liaison will provide the Transportation Plan Form to the local DSS. This form is to be verified by the local DSS, signed by the supervisor and a copy is then placed in the child's file cabinet in MD CHESSIE. Should the local DSS determine that the transportation plan suggested and developed by the LEA is not appropriate for that child; the local DSS will assume responsibility of transporting the child to their school of origin and transport the child to the school of origin in an appropriate fashion, including the use of privately-hired cars, reimbursed caseworkers, etc.
- In developing a child's transportation plan, the LEA, in accordance with the applicable MOA, will explore all available transportation resources to ensure that the most appropriate plan is developed for the child.
- The LEA will implement the child's transportation plan within five (5) school days of being notified of the best interests decision. It should be noted that during this timeframe, the local DSS must continue to provide transportation for the child.
- The local DSS is responsible for the additional costs associated with transportation of the child. Additional costs mean all costs beyond what the LEA of the receiving school would spend to transport the child to the school the child would otherwise attend had the child not remained at the school of origin. Before requesting additional costs from the local DSS, an LEA will look to funding the child's transportation through other programs providing transportation, such as IDEA through the child's IEP or 504 Plan.
- The Transportation Plan Form is not to be completed during the best interests determination meeting.

An LEA transporting a child will provide invoices to the local DSS for the additional costs of that transportation. The invoice must include the name of the child, timeframe of the services, and the cost. Charges are to be completed in MD CHESSIE for each child under the service log. It is at the discretion of each local DSS, as to who shall complete payments in MD CHESSIE under the service log.

- If the child is IV-E eligible and reimbursable, transportation costs to and from the school of origin are IV-E allowable expenses as outlined in the child's education stability case plan.
- That additional transportation cost for students, will be charged in MD CHESSIE using either code 2114 <u>for IV-E eligible children</u> or 7114 <u>for non IV-E eligible children</u> under the service Education/Education Transportation Cost.

• If the IV-E eligible child is in a non-reimbursable placement, education transportation costs should be charged to non-IV-E code 7114.

OBTAINING EDUCATION RECORDS AND INFORMATION FROM THE LOCAL SCHOOL SYSTEM

To properly make a best interests determination and to ensure that such a determination remains appropriate, caseworkers should have access to relevant school records. Documentation of a child's educational information and progress should also be maintained in MD CHESSIE.

Pursuant to the Family Educational Rights and Privacy Act, 20 U.S.C. § 6301, et seq. as modified by the Uninterrupted Scholars Act (Pub. Law 112-278), agency caseworkers or other representatives of a state or local child welfare agency, or tribal organization who are authorized to access the child's case plan can access the child's education records without having to obtain parental consent or a court order.

This exception under the Family Educational Rights and Privacy Act (FERPA) applies to children for whom a public child welfare agency has legal responsibility for their care and protection, specifically those in out-of-home placement. This exception under FERPA includes children placed under a voluntary placement agreement, and youth co-committed to the Maryland Department of Juvenile Services.

Individuals who can obtain education records under this exception, specifically those who have the right to access the child's case plan, include the following:

- The child's case worker from the local DSS;
- The child's caseworker from a private children and youth agency with whom the Social Services Administration contracts:
- The supervisors or managers of the local department of social services;
- In the case of a co-committed child, the caseworker from the co-committing agency;
 and
- Other administrators with access to the case plan in accordance with State law for the purpose of care of individual children.

To obtain a child's education record, proof that the local DSS is responsible for the care of the child must be provided. This proof can be in the form of a court order or written notification on agency letterhead indicating that the agency has legal custody or is otherwise legally responsible for the care and custody of the child. The records obtained may not be re-disclosed to any other person or entity unless those individuals or entities are engaged in addressing the student's educational needs and authorized by the local DSS to receive such disclosures.

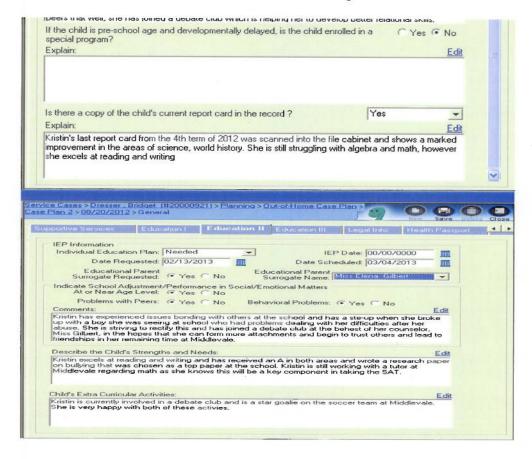
DOCMENTATION OF CHILD'S EDUCATIONAL INFORMATION AND PROGRESS IN MD CHESSIE

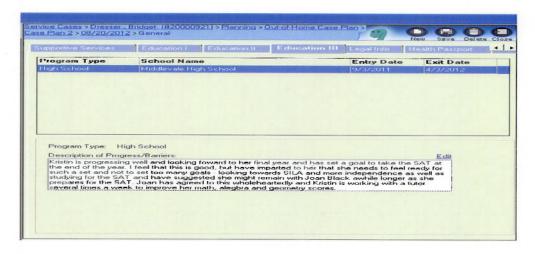
Pursuant to Title IV-E of the Social Security Act, child welfare agencies are required to maintain education records in each child's case plan file. MD CHESSIE contains the official record for each child that is in an out—of—home placement. There are two areas in MD CHESSIE where the child's education record should be maintained and completed by the caseworker: Education tabs I-III in CASE Plan-2; and the Education Folder.

CASEPLAN-2

In accordance with SSA Policy Directive #10-21, Case plan Documentation Clarification, Case plan 2 section 5, is dedicated to the child's education. The case plan is intended to serve as a review of what has transpired in the life of the case since the last case plan was completed. All narrative fields must be completed, summarizing the child's progress since the last case plan. The education folder must be completed first in order for the education information to populate to the case plan.

Below is an example of a completed education tabs on the case plan 2.



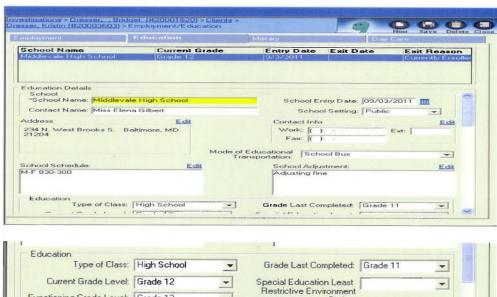


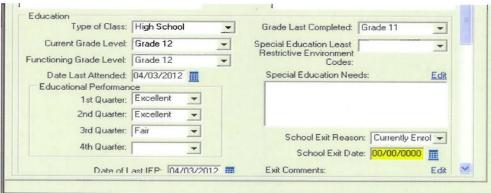
EDUCATION FOLDER

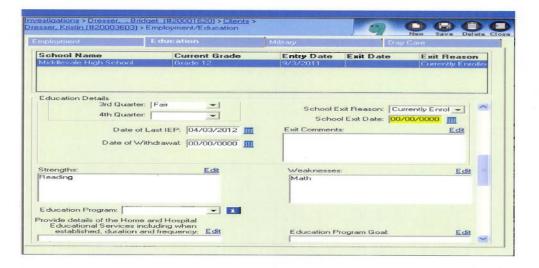
Educational information and progress <u>must</u> be documented for children in out-of-home placement. The education folder should be completed in its entirety with the most recent and accurate educational information on the child at the time of initial removal, if and when the child changes schools, and at the commencement of each new school year. Each education entry must have a <u>start</u> and <u>exit date</u>, with the exit reason. The education folder is to be completed even if the child is considered "not attending", (for example: AWOL or incarcerated youth) with the school where the child is to be enrolled or the last school attended, until the child exits foster care. <u>The use of "not in school, employed" or any such form of entry is prohibited</u>. The Best Interests Determination Form should be scanned into the child's file cabinet labeled with the date of decision. Information that is required in the education folder should be updated as follows:

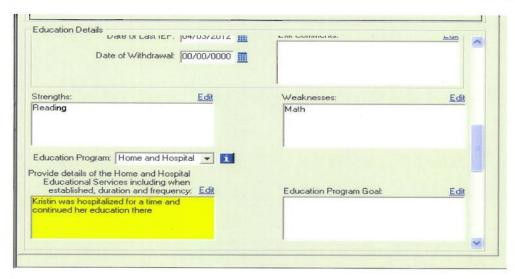
- A. Changes in school placement (i.e. transfers, promotions, graduations),
- B Change in grade level,
- C. Best interest determination decisions and where the original document can be located,
- D. Quarterly to document academic performance, (1st, 2nd, 3rd, 4th quarter),
- E. Changes in child's behavior (i.e. disciplinary actions, progress reports),
- F. Updates to IEP (Individual Education Program) or 504 Plans, and
- G. Changes in child's academic needs.

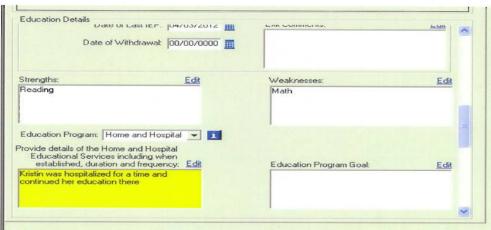
Below is an example of a completed Education Folder in MD CHESSIE.

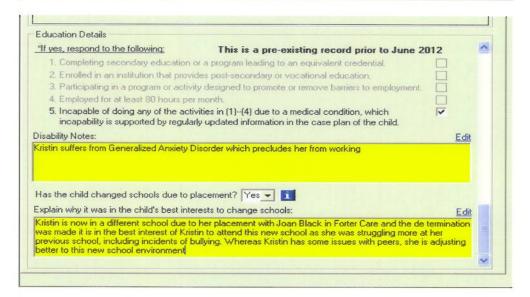












BEST INTERESTS DETERMINATION FORM SCHOOL ENROLLMENT OF STUDENT IN OUT-OF-HOME PLACEMENT

A copy of this document shall be kept in the student's education record and uploaded to the statewide automated child welfare information system.

St	udent's Name:		
Sta	ate Assigned Student Identifier (SASID):		DOB:
	rrent School:		
Pr	evious School(s):		
Da	te of Best Interests Determination Meeting:		
	Best Interests Determination: A C	hecklist	for Decision Making
	Remaining in the School of Origin Considerations		Transferring to a New School Considerations
	Social/emotional considerations – the student's social and emotional wellbeing will be negatively affected if transferred to a new school (considerations include age of the student, location of siblings, etc.)		Social/emotional considerations – the student's social and emotional wellbeing will be positively affected or will not be substantially affected it transferred to the potential receiving school (considerations include age of the student, location of siblings, etc.)
	Length of anticipated stay in an out-of-home placement location – in light of the anticipated short duration of the stay, the student would benefit from the continuity offered by remaining at the school of origin where meaningful relationships exist.		Length of anticipated stay in an out-of-home placement location – the student's curren living situation appears to be stable and unlikely to change suddenly, so the student will benefit from establishing new relationships with school peers in the potential receiving school.
	Continuity of instruction – the student has experienced frequent school changes or has attended the school of origin for an extended period of time, and would be best served by remaining at the school of origin (considerations include credits necessary for graduation and preparation for future instruction).		Continuity of instruction – the student has no attended the school of origin for very long and will be best served at the potential receiving school (considerations include credits necessary for graduation and preparation for future instruction).
	Academic performance – the transfer will significantly and adversely affect the student's academic performance.		Academic performance – the transfer will not significantly and adversely affect the student's academic performance.
	Unique educational needs or academic and extracurricular interests – the student's special educational needs (IEP or 504 Plan) or unique academic and extracurricular interests cannot be met at the potential receiving school.		Unique educational needs or academic and extracurricular interests – the student's special educational needs (IEP or 504 Plan) or unique academic and extracurricular interests can be met at the potential receiving school.
	Safety of the student - the school of origin is a safe environment for the student.		Safety of the student – the new school will be a safer environment for the student.
	Transportation considerations – the advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.		Transportation considerations – the length of the commute to the school of origin is excessive and may adversely affect the student's concentration, attitude, or readiness for school.
Att	ach all documents relevant to the student's best ir	iterests o	determination. Check any that apply.
	Report Cards/Progress Reports Achievement Data (test scores) Attendance Data	Correspo	or 504 Plan individuals consulted.

Best Interests Determination Meeting Participants

In reaching the best interests determination, the CWA should make all reasonable efforts to include or consult individuals with knowledge of the student (student's attorney, parent, parent surrogate, and legal guardian) in addition to representatives of the LEA and any other person with information relevant to the best interests determination, including the student, if appropriate. The following individuals provided input in determining the school placement.

Relationship to Student	Name	Contact Information
☐ It is not in the student's be enrolled in the schoo Name of School:	Best Interests Determines to remain enroll serving the current residence.	olled in the school of origin. The student wi
OTE: If a change in enrollment is in the roll the student in the new school, all dress of the out-of-placement, proof of	that is needed is documentation shot authorization to enroll the student	nt should take place immediately at the new school. The adving that the student is in out-of-home placement, the tin school, and identification of the person enrolling the amptly and in accordance with state and federal law.
☐ It is in the student's best Name of School:	interests to remain enrolled	in the school of origin.
Сот	Interim Transportati	
hile the LEA works to develop origin from the out-of-home pudent will be transported to the	placement, a period of time	tion Plan for the student to attend the schoot that could be up to five (5) school days, the ring manner:
Considerations for the L	EA in Establishing a T	ransportation Plan for the Student
		nsider the following needs of the student
ase Worker Name	Case Worker Signature	Date

TRANSPORTATION PLAN FORM ATTENDING SCHOOL OF ORIGIN FROM OUT-OF-HOME PLACEMENT

Once completed, a copy of this document shall be kept in the student's education record and uploaded to the statewide automated child welfare information system.

Studer	nt Name:		9	77
Studer	nt DOB:	Student School ID No.:		Current Grade:
Local	Department of Social S	ervices (CWA):		
days o	of the LEA learning of	plementing the Transportation Plan f the student's Best Interests Det the student's interim transportation	termination. In th	ce within five (5) school ne interim, the CWA is
The L	EA verifies that:			
stu	udent's out-of-home placed assumed to the source; use of existing laced a stop or make some Discussion with CWA student and receive re-	re taken to identify a no-cost or lacement to the school of origin bus routes, other public transportat g school bus routes and public transporter low/no-cost request. A regarding whether a foster parer eimbursement from CWA for mileage	i (i.e., transportati tion) (check all that nsportation to dete nt or custodian ca ge.	ion provided by foster apply): ermine if feasible to add
2. Affi de	termined (check the ap No existing transporta of origin from the new An existing transporta	ation option can be reasonably mod	dified to maintain th	ne student in the school
	An existing transporta living placement exist	ation option that can maintain the st s. The existing option is:	tudent in the school	ol of origin from the new
1 Th	a most sost officialists	STUDENT'S TRANSPORTATIO		
	e most cost effective, a gin is:	appropriate transportation option fo	r maintaining the s	student in the school of
pro	ocedures set by the LEA	s transportation will be covered A and CWA in the Educational State	oility Memorandum	of Agreement.
		edures will be implemented on of the Best Interests Determination.		_, within five (5) school
EA Auth	orization (signature)	(printed name)	(title)	(date)
CWA Aut	horization (signature)	(printed name)	(title)	(data)

Transportation Coordinators/Supervisors' Contact Information

County	Supervisor's Name	Office Phone	Fax No.	E-Mail Address
Allegany	Larry Humbertson	301-729-3773	301-729-3753	larry.humbertson@acps.k12.md.us
Anne Arundel	Chris Carter	410-222-2925	410-268-2174	CBCarter1@AACPS.org
Baltimore City	Michael Dodson	410-396-8754/ 443-642-2462	410-545-0975	MADodson@bcps.k12.md.us
Baltimore	Jim Mitcherling	410-887-4111	410-887-7830	jmitcherling@bcps.org
Calvert	Ed Cassidy	410-535-7225	410-535-7424	cassidye@calvertnet.k12.md.us
Caroline	Robert Jester	410-479-3259 x 115	410-479-2741	robert_jester@mail.dl.k12.md.us
Carroll	Mike Hardesty	410-751-3229	410-751-3239	mjharde@carrollk12.org
Cecil	Bob Markwardt	410-996-5414	410-996-5409	bmarkwardt@ccps.org
Charles	Rich Wesolowski	301-934-7262	301-392-7520	rwesolowski@ccboe.com
Dorchester	William Fleming	410-228-4747 x 1044	410-221-5236	flemingb@dcpsmd.org
Frederick	Fred Punturiero	301-644-5375	301-644-5382	Fred.Punturiero@fcps.org
Garrett	Ed Wildesen	301-334-8908	301-334-7642	ewildesen@ga.k12.md.us
Harford	Charlie Taibi	410-638-4092	410-638-4321	charlie.taibi@hcps.org
Howard	David Ramsay	410-313-6821	410-313-6731	david ramsay@hcpss.org

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Montgomery	Todd Watkins	301-840-8130	301-840-4516	Todd_Watkins@mcpsmd.org
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